

Uses instructional materials and experiences to demonstrate the fallacies in many common-sense beliefs about people's behavior. Demonstrates the usefulness of a problem-solving model by having pupils engage in problem-solving as they investigate social science questions and problems involving the need for action.

Identifies fallacies in many common-sense beliefs about people's behavior. Comprehends social science generalizations and theories well enough so that he can explain why these common beliefs are fallacious.

Identifies the steps to follow in some problem-solving model which involves a scientific approach to problems.

Uses instructional materials and experiences to help pupils understand how social science research has enabled men to act more rationally than they might otherwise have done as they attempted to achieve goal or solve some problem.

Comprehends social science generalizations and theories well enough to be able to identify examples of how research findings have enabled men to solve some problem or to make progress toward achieving some goal. Can explain the generalizations and the research techniques used to arrive at them.

Locates or develops instructional materials and plans learning experiences which will demonstrate how social science research and the resulting generalizations have enabled men to make progress toward achieving their goals.

Provides opportunities for pupils to make use of their previously-learned social science generalizations as they study new problems and as they try to understand themselves and ways of achieving their own goals.

Can explain the importance of providing opportunities for using generalizations to examine problems important to pupils if they are to learn to transfer this learning to new situations.

Develops course and unit plans to provide for sequence and continuity in the use of generalizations learned previously.

General Goal

Acts upon a rational and consistent value system which is characterized by the following behaviors:

1. Examines own value position critically.
2. Works out a value system which minimizes inconsistencies.

Demonstrates his willingness to analyze his own value positions and any inconsistencies among them. Does not go on the defensive if pupils challenge his position.

Uses learning experiences to demonstrate to pupils that they and others hold inconsistent value positions and that people are less likely to achieve major goals if they fail to develop consistent value positions.

Creates a warm and open climate in the classroom.

- a. Listens to pupils and makes use of their ideas.

Can explain the use of effect behavioral change

Demonstrate his ability analysis individually as a member and as a leader

Analyzes his own values value system. Does so, the consequences of following positions.

Can explain the use of attitudinal change. Gives for creating dissonance pupils to examine and modify

Can explain the use of pupils examine their own analogies which might be analyze specific value

Locates or develops ins learning experiences which strate inconsistencies cases in which individuals achieve their major goals to think through a consistent

Knows social science 1. identify cases to be used above instructional materials experiences.

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value positions.

creates a warm and open climate in the
classroom.

listens to pupils and makes use of
their ideas.

Can explain the use of modeling behavior to
effect behavioral change.

Demonstrate his ability to use a model of value
analysis individually and in small groups, both
as a member and as a leader in a group.

Analyzes his own values and works out a consistent
value system. Does so, in part by predicting
the consequences of following certain value
positions.

Can explain the use of dissonance to help effect
attitudinal change. Can outline several strate-
gies for creating dissonance as a means of getting
pupils to examine and modify their values.

Can explain the use of analogies in helping
pupils examine their own values. Identifies
analogies which might be used in lessons to
analyze specific value conflicts.

Locates or develops instructional materials and
learning experiences which can be used to demon-
strate inconsistencies in value positions and
cases in which individuals or groups failed to
achieve their major goals because of a failure
to think through a consistent value position.

Knows social science literature well enough to
identify cases to be used in developing the
above instructional materials and learning
experiences.

Identifies factors which help create a warm and
open climate and those which interfere with such
a climate and so with the open expression and
analysis of value positions and attitudes.

- b. Encourages pupils to disagree with others and to think for themselves.
- c. Accepts pupils' value statements without reacting negatively or punitively.
- d. Reinforces pupils' attempts to analyze their own value positions and to modify beliefs in terms of such analysis.

Can explain the use of r
effecting behavioral cha
ways of reinforcing beha

Uses teaching strategies which are designed to help pupils analyze their own values and develop more consistent value positions. Uses a model of value analysis which asks pupils to predict the consequences of following certain value positions. Provides opportunities for pupils to test such hypotheses or any factual statements which they make while attempting to predict consequences. Then asks pupils to select the course of action most likely to achieve major goals.

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Identifies steps to foll
value analysis. Can exp
which is based upon hypo
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testing such hypotheses,
consequences with desire

- 3. Makes decisions consistent with own value position.
(Orally or in writing, identifies the values behind his decisions.)

Uses some model for reflective decision-making when values are involved.

Can explain the steps to
for reflective decision-
actions based upon value

Demonstrates his ability
following some decision-
a member of a group or

Provides many opportunities for pupils to study problems and possible courses of action based upon different value positions. Asks that they identify the values behind each decision which they reach, no matter how tentative the decision.

Plans lessons, units, a
many opportunities for
decisions in the light

- 4. Affirms own decisions and values publicly.

Models the behavior desired of pupils as he/she engages in community activities.

Can explain the use of
effect behavioral chang

encourages pupils to disagree with
each other and to think for themselves.
Records pupils' value statements
without reacting negatively or punitively.

Encourages pupils' attempts to analyze
their own value positions and to
express beliefs in terms of such
analysis.

Teaching strategies which are designed
to help pupils analyze their own values and
to reach more consistent value positions.
A model of value analysis which asks
pupils to predict the consequences of
adopting certain value positions. Pro-
vides opportunities for pupils to test
hypotheses or any factual statements
they make while attempting to predict
consequences. Then asks pupils to select
a course of action most likely to achieve
their goals.

Provides a model for reflective decision-
making when values are involved.

Provides many opportunities for pupils to
solve problems and possible courses of
action based upon different value posi-
tions. Asks that they identify the values
involved in each decision which they reach, no
matter how tentative the decision.

Encourages the behavior desired of pupils as
they engage in community activities.

Can explain the use of reinforcement in
effecting behavioral change; identifies
ways of reinforcing behavior.

Identifies and can explain strategies for helping
pupils analyze values, including their own.
Identifies steps to follow in these models for
value analysis. Can explain at least one model
which is based upon hypothesizing about conse-
quences of following certain value positions,
testing such hypotheses, and comparing predicted
consequences with desired goals.

Can explain the steps to follow in some model
for reflective decision-making when values and
actions based upon values are involved.

Demonstrates his ability to make decisions by
following some decision-making model, either as
a member of a group or individually.

Plans lessons, units, and a course to provide
many opportunities for asking pupils to reach
decisions in the light of their own values.

Can explain the use of modeling behavior to
effect behavioral changes.

Creates a warm and open climate which encourages pupils to express their own view and values.

- a. Encourages pupils to disagree with the teacher and with others and to think for themselves.
- b. Accepts pupils' statements without reacting negatively or punitively.
- c. Reinforces pupils' attempts to express their own value positions publicly.

Uses biographies or novels about people who did affirm their values publicly; discusses the results of such action and pupils' feelings about these people.

Identifies factors which hamper the development of a climate which encourages pupils' views.

Can explain the use of reinforcement to effect behavioral change; identifies behavior.

Locates biographies and novels to help pupils identify with people who affirmed their values publicly in terms of varied interests of pupils.

Identifies a discussion strategy to help pupils identify feelings.

5. Takes action on own values.

Models the desired behaviors. Takes action based upon own values within the community.

Reinforces pupils when they take action based upon their own values.

Uses instructional materials and learning experiences which help pupils analyze the effects upon a person's happiness of a commitment or lack of commitment to some value system and/or of effects upon society if people are unwilling to make any commitments to action in terms of their value positions.

Can explain the use of modeling to effect behavioral change.

Can explain the use of reinforcement to effect behavioral change; identifies behavior.

Locates and develops instructional materials which help pupils analyze the effects of commitment or lack of commitment of individuals and upon society.

6. Moves from lower stage of moral development to a more mature stage as identified in

Determines, to the extent practical, the stage of moral development of pupils. Determines the level of moral development to which his classroom materials are

Can explain the concept of moral or ego development, research of Lawrence Kohlberg and others.

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Identifies factors which help create and those
which hamper the development of a warm and open
climate which encourages pupils to express their
views.

Can explain the use of reinforcement to effect
behavioral change; identifies ways of reinforcing
behavior.

Locates biographies and novels which are likely
to help pupils identify with people who have
affirmed their values publicly. Selects materials
in terms of varied interests and abilities of
pupils.

Identifies a discussion strategy designed to
identify feelings.

Can explain the use of modeling behavior to
effect behavioral change.

Can explain the use of reinforcement to effect
behavioral change; identifies ways of reinforcing
behavior.

Locates and develops instructional materials
which help pupils analyze the effects of commit-
ment or lack of commitment upon the happiness
of individuals and upon society as a whole.

Can explain the concept of levels or stages of
moral or ego development, as identified by the
research of Lawrence Kohlberg, Jane Loevinger,
and others.

research on stages and progression of moral or ego development.

Moves from (1) behavior based on desire to avoid punishment to (2) that based on desire to be pleasing, to (3) behavior conforming to the values of other people, to (4) behavior based on law and order, to (5) valuing in terms of general moral rules and contracts, to (6) behavior based on autonomous values and the acceptance of the consequences of acting on this basis.

geared. Adjusts lessons and materials to establish a developmental match between child and curriculum.

Finds or constructs situations involving moral dilemmas one step higher than the level of moral or ego development of students in order to facilitate moral growth.

Encourages students to develop autonomous judgments at their present level of development to facilitate movement to higher level.

Uses role exchange activities as a means of forcing students to empathize with others at different stages of moral or ego development.

At times groups pupils in terms of their stages of moral development and provides instructional materials depicting moral dilemmas at one stage higher than the moral development stage of those pupils at the lowest stage in the group. Includes pupils no further apart than one stage in any group.

Can demonstrate ways of moral or ego development in classroom materials.

Can explain the importance between child's level

Finds or constructs lessons materials which are geared to level of moral or ego development

Can develop and direct

Can explain the effects of dilemmas more than one stage of pupils or of groups more than one stage removed discuss moral dilemmas

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Can demonstrate ways of measuring level or stage of moral or ego development of both pupils and classroom materials.

Can explain the importance of developmental match between child's level and that of the curriculum.

Finds or constructs lessons and instructional materials which are geared to a particular level or stage of moral or ego development.

Can develop and direct role exchange activities.

Can explain the effects of discussing moral dilemmas more than one stage higher than that of pupils or of grouping pupils who are more than one stage removed from each other as they discuss moral dilemmas.